

## RUBRIC FOR SCORING EXTERNAL FACILITATOR APPLICATIONS

<b>COVER PAGE</b>	<b>EXEMPLARY</b> <i>(In addition to meeting all conditions under "Sufficient")</i>  Points: 3 possible	<b>SUFFICIENT</b> <i>(Meets all conditions listed for each criterion)</i>  Points: 9 possible	<b>INSUFFICIENT</b>  Points: 0
Applicant provides a description of recent experience related to school improvement.  (12 Points possible)	1. Applicant gives a detailed description and provides documentation showing evidence of increased student achievement. (1 point for each assignment.)	1. Applicant addresses each category requested in chart. (Total of 3 points possible, each row receives 1 point.) 2. Each assignment is within the past year. (Total of 3 points possible, each assignment receives 1 point.) 3. Applicant demonstrates a range of duties performed at each assignment. (Total of 3 points possible, 1 point for each school/district.)	Applicant provides weak, insufficient or incomplete descriptions and information in addressing all categories.

<b>QUESTION 1A</b>	<b>EXEMPLARY</b> <i>(In addition to meeting all conditions under "Sufficient")</i>  Points: 2 possible	<b>SUFFICIENT</b> <i>(Meets all conditions listed for each criterion)</i>  Points: 9 possible	<b>INSUFFICIENT</b>  Points: 0
Applicant describes technical skills essential to school reform.  (11 Points possible)	1. Applicant provides a detailed description of how these various technical skills are essential to school reform.	1. Applicant lists a minimum of three technical skills. (1 point) 2. Applicant relates technical skills to: Budgets (2 points) Data Analysis (2 points) Resource Allocation (2 points) Needs Assessment (2 points)	Applicant provides weak, insufficient or incomplete descriptions and information in addressing all categories.

<b>QUESTION 1B</b>	<b>EXEMPLARY</b> <i>(In addition to meeting all conditions under "Sufficient")</i>  Points: 2 possible	<b>SUFFICIENT</b> <i>(Meets all conditions listed for each criterion)</i>  Points: 8 possible	<b>INSUFFICIENT</b>  Points: 0
Applicant describes experiences implementing technical skills in relationship to school reform at classroom, school and/or LEA levels.  (10 Points possible)	1. Applicant describes in detail how their knowledge of these technical skills resulted in increased student achievement.	1. Applicant highlights experiences in implementing technical skills in relationship to school reform. (Total of 3 points possible, 1 point per experience.) 2. Applicant describes the above technical skill experiences at the: Classroom Level (1 point) School Level (2 points) LEA Level (2 points)	Applicant provides weak, insufficient or incomplete descriptions and information in addressing all categories.

<b>QUESTION 2</b>	<b>EXEMPLARY</b> <i>(In addition to meeting all conditions under "Sufficient")</i>  Points: 2 possible	<b>SUFFICIENT</b> <i>(Meets all conditions listed for each criterion)</i>  Points: 5 possible	<b>INSUFFICIENT</b>  Points: 0
Applicant describes experience and knowledge working with special populations.  (7 Points possible)	Applicant describes in detail experiences working with special populations that resulted in school reform and/or increased student achievement.	1. Applicant has worked with special populations: 2 to 4 groups (1 point) 5 plus groups (2 points) 2. Applicant's experience in working with special populations is: 1 to 3 years (1 point) 4 to 6 years (2 points) 7 plus years (3 points)	Applicant provides weak, insufficient or incomplete descriptions and information in addressing all categories.

<b>QUESTION 3</b>	<b>EXEMPLARY</b> <i>(In addition to meeting all conditions under "Sufficient")</i>  Points: 3 possible	<b>SUFFICIENT</b> <i>(Meets all conditions listed for each criterion)</i>  Points: 7 possible	<b>INSUFFICIENT</b>  Points: 0
Applicant defines terms including all points related to their role in the school improvement process.  (10 Points possible)	1. Applicant thoroughly defines each term and relates each term's role in the school improvement process.	1. Applicant adequately defines each of the following terms and relates each term's role in the school improvement process. Scientifically based research Public school choice Supplemental Educational Services Parents Right to Know Professional Development Corrective Action Restructuring. (1 point for each definition)	Applicant provides weak, insufficient or incomplete descriptions and information in addressing all categories.

<b>QUESTION 4</b>	<b>EXEMPLARY</b> <i>(In addition to meeting all conditions under "Sufficient")</i>  Points: 2 possible	<b>SUFFICIENT</b> <i>(Meets all conditions listed for each criterion)</i>  Points: 5 possible	<b>INSUFFICIENT</b>  Points: 0
Applicant describes change agent role in school settings, including information on process used, needs assessment, data analysis, collaboration and team building.  (7 Points possible)	1. Applicant describes in detail how his/her role as a school change agent resulted in school reform in relationship to: Process Needs assessment Data analysis Collaboration Team building	1. Applicant adequately describes his/her role as a school change agent in relationship to: Process Needs assessment Data analysis Collaboration Team building. (1 point per item described)	Applicant provides weak, insufficient or incomplete descriptions and information in addressing all categories.



<b>QUESTION 7</b>	<b>EXEMPLARY</b> <i>(In addition to meeting all conditions under "Sufficient")</i>	<b>SUFFICIENT</b> <i>(Meets all conditions listed for each criterion)</i>	<b>INSUFFICIENT</b>
	Points: 2 possible	Points: 3 possible	Points: 0
Applicant describes qualifications and recent experience working with English learners (ELs).  (5 Points possible)	1. Applicant lists any EL related endorsements, certificates, college/ university classes and/or professional development activities.	1. Applicant adequately describes qualifications and experience working with ELs during the past two years in the classroom, district or at a state or national level.	Applicant provides weak, insufficient or incomplete descriptions and information in addressing all categories.

<b>QUESTION 8</b>	<b>EXEMPLARY</b> <i>(In addition to meeting all conditions under "Sufficient")</i>	<b>SUFFICIENT</b> <i>(Meets all conditions listed for each criterion)</i>	<b>INSUFFICIENT</b>
	Points: 2 possible	Points: 4 possible	Points: 0
Applicant describes evaluation of program effectiveness for English learners.  (6 Points possible)	1. Applicant describes in detail how teachers' needs are met through professional development focused on ELs.	1. Applicant adequately describes the evaluation of an effective EL program through: evaluation of EL data how needs of ELs may be met	Applicant provides weak, insufficient or incomplete descriptions and information in addressing all categories.

<b>QUESTION 9</b>	<b>EXEMPLARY</b> <i>(In addition to meeting all conditions under "Sufficient")</i>  Points: 2 possible	<b>SUFFICIENT</b> <i>(Meets all conditions listed for each criterion)</i>  Points: 5 possible	<b>INSUFFICIENT</b>  Points: 0
Applicant defines <i>sheltered English immersion</i> and how this approach effectively increases student achievement.  (7 Points possible)	1. Applicant describes in detail how student achievement is effectively increased through use of these strategies.	1. Applicant accurately defines <i>sheltered English immersion</i> and addresses the following: amount of instruction in English use of native language subject matter taught methodology books and materials (Total of 5 points possible, 1 point for each category.)	Applicant provides weak, insufficient or incomplete descriptions and information in addressing all categories.

<b>EXTERNAL FACILITATOR EVALUATION NUMBER 1</b>	<b>EXEMPLARY</b> <i>(In addition to meeting all conditions under "Sufficient")</i>  Points: 3 possible	<b>SUFFICIENT</b> <i>(Meets all conditions listed for each criterion)</i>  Points: 2 possible	<b>INSUFFICIENT</b>  Points: 0
Applicant submits one External Facilitator Applicant Evaluation.  (5 Points possible)	1. Rating scale total is 55 points or more. 2. More than three duties are listed. 3. Evidence of increased student achievement is summarized.	1. Rating scale total is 40 points or more. 2. At least three duties are listed.	Applicant provides weak, insufficient or incomplete descriptions and information in addressing all categories.

EXTERNAL FACILITATOR EVALUATION NUMBER 2	EXEMPLARY <i>(In addition to meeting all conditions under "Sufficient")</i>	SUFFICIENT <i>(Meets all conditions listed for each criterion)</i>	INSUFFICIENT
	Points: 3 possible	Points: 2 possible	Points: 0
Applicant submits second External Facilitator Applicant Evaluation.  (5 Points possible)	<ol style="list-style-type: none"> <li>1. Rating scale total is 55 points or more.</li> <li>2. More than three duties are listed.</li> <li>3. Evidence of increased student achievement is summarized.</li> </ol>	<ol style="list-style-type: none"> <li>1. Rating scale total is 40 points or more.</li> <li>2. At least three duties are listed.</li> </ol>	Applicant provides weak, insufficient or incomplete descriptions and information in addressing all categories.

EXTERNAL FACILITATOR EVALUATION NUMBER 3	EXEMPLARY <i>(In addition to meeting all conditions under "Sufficient")</i>	SUFFICIENT <i>(Meets all conditions listed for each criterion)</i>	INSUFFICIENT
	Points: 1 possible	Points: 0 possible	Points: 0
Applicant submits third External Facilitator Applicant Evaluation.  (1 Point possible)	<ol style="list-style-type: none"> <li>1. Rating scale total is 55 points or more.</li> </ol>		